

NORTH DAKOTA LEGISLATIVE MANAGEMENT

Minutes of the

**EDUCATION FUNDING COMMITTEE JOINT MEETING WITH
HIGHER EDUCATION FUNDING COMMITTEE**

Tuesday, June 3, 2014

Gransberg Community Room, Gorecki Alumni Center, University of North Dakota
Grand Forks, North Dakota

Senator Tim Flakoll, Chairman, Education Funding Committee, called the meeting to order at 8:30 a.m. along with Representative Mark Sanford, Chairman, Higher Education Funding Committee.

Education Funding Committee members present: Senators Tim Flakoll, Howard C. Anderson, Jr., Joan Heckaman, Richard Marcellais, Nicole Poolman, Donald Schaible; Representatives Mark A. Dosch, Jessica Haak, Patrick Hatlestad, Bob Hunsakor, Jerry Kelsh, Lisa Meier, David Monson, Mike Nathe, Karen M. Rohr, Mark Sanford, John Wall

Education Funding Committee members absent: Representatives Ben Koppelman, David S. Rust

Higher Education Funding Committee members present: Representatives Mark Sanford, Thomas Beadle, Lois Delmore, Mark A. Dosch, Joe Heilman, Dennis Johnson, Andrew G. Maragos, Bob Martinson, Kylie Oversen, Clark Williams; Senators Tim Flakoll, Ray Holmberg, Karen K. Krebsbach, Carolyn C. Nelson, Larry J. Robinson

Higher Education Funding Committee members absent: Representatives Eliot Glassheim, Kathy Hawken, Robert J. Skarphol; Senator Tony Grindberg

Others present: See [Appendix A](#)

At the request of Chairman Flakoll, Dr. Robert Kelley, President, University of North Dakota, welcomed the committees and provided an update on various campus issues.

Chairman Flakoll said the purpose of the joint meeting is to review K-12 and postsecondary education as a whole. He said communication between K-12 and postsecondary education is critical for student success. He said the meeting will focus on remedial education, teacher preparedness, and administrator preparedness.

REMEDIAL EDUCATION

At the request of Chairman Flakoll, Dr. Lisa Feldner, Vice Chancellor for Information Technology and Research, North Dakota University System, presented information ([Appendix B](#)) regarding remedial education. Dr. Feldner said an analysis was conducted regarding the success of students who complete remedial education courses. She said the analysis reviewed the completion rates of students enrolled in college Algebra and English composition courses. She said the analysis determined that students who enrolled in remedial education courses generally had lower success rates in the college Algebra and English composition courses than students with similar high school grade point averages that did not enroll in a remedial education course.

In response to a question from Representative Nathe, Dr. Feldner said students are generally placed in remedial education courses based on ACT test sub-scores. She said some institutions require students to complete placement tests to determine placement in a remedial education course.

Dr. Feldner said data is available regarding the percentage of students from each high school graduating class that enrolled in a remedial education course in college. She said the data is provided to each high school in the state.

In response to a question from Chairman Sanford, Dr. Feldner said the North Dakota University System has two task forces reviewing remedial education. She said additional data will be compiled regarding remedial education efforts at each institution.

In response to a question from Representative Monson, Dr. Feldner said remedial education courses appear to have a negative impact on student success.

In response to a question from Representative Dosch, Dr. Feldner said grade point averages in core high school courses are better predictors of student success than ACT scores. However, she said, it is important to have multiple ways to evaluate student success. She said ACT scores are helpful in the admissions process at institutions.

In response to a question from Senator Poolman, Dr. Aimee Copas, Executive Director, North Dakota Council of Educational Leaders, said some institutions place remedial students into regular college courses and provide additional assistance, such as tutoring.

In response to a question from Chairman Flakoll, Dr. Feldner said the statewide longitudinal data system will include data to assist in predicting the success of students as early as the eighth grade. She said the data will allow high school students to determine which high school courses should be taken to have a higher success rate in college.

In response to a question from Senator Krebsbach, Dr. Feldner said the University System is interested in employer satisfaction with University System graduates. She said the University System is reviewing options to determine the success of graduates in the workforce.

Dr. Larry Skogen, Interim Chancellor, North Dakota University System, said a solution to remedial education may be to have students prepared for college while still in high school. He said preparation for college is also important for students that delay enrolling at an institution for an extended time after high school.

Chairman Flakoll said concerns have been expressed regarding the lack of clarity regarding requirements for college preparation. He said current high school students have difficulty determining if they meet current college preparation requirements.

TEACHER PREPARATION

At the request of Chairman Flakoll, Dr. Sarah K. Anderson, Assistant Professor of Education, Mayville State University, presented testimony ([Appendix C](#)) regarding teacher preparation. Dr. Anderson said elementary and secondary schools are becoming increasingly diverse, and teacher preparation programs need to adjust to recognize the diversity. She said Mayville State University is providing additional opportunities for teacher preparation students to experience diversity in the classroom.

Dr. Anderson said Mayville State University is adjusting its teacher preparation program to align with Common Core Standards. She said the teacher preparation program is revising curriculum and experiences in disciplinary departments to prepare teachers for Common Core content.

In response to a question from Chairman Sanford, Dr. Anderson said the number of students enrolling in teacher preparation programs has been increasing at Mayville State University. She said most teacher preparation program graduates from Mayville State University teach at a school in the region following program completion.

In response to a question from Chairman Flakoll, Dr. Anderson said elementary and secondary schools are surveyed to determine their satisfaction with the preparation of teachers.

In response to a question from Senator Schaible, Dr. Anderson said she believes higher education institutions in the state prepare teachers better than institutions located in other states. She said many new teachers find classroom management to be a difficult aspect of teaching.

In response to a question from Representative Rohr, Dr. Anderson said candidates for admission to a teacher preparation program must demonstrate proficiency in areas such as reading comprehension. She said proficiency is generally determined by means of a test.

In response to a question from Representative Rohr, Dr. Anderson said a baccalaureate program should adequately prepare students for a teaching career. However, she said, several students further their knowledge of subject areas by obtaining a master's degree.

In response to a question from Senator Holmberg, Dr. Anderson said most teacher preparation program graduates at Mayville State University stay in the teaching profession for their entire career. She said there has been some concern nationally regarding the number of teachers who choose to leave the teaching field for a new career.

In response to a question from Representative Haak, Dr. Anderson said Mayville State University partners with other institutions so that students can pursue certification in English as a Second Language.

In response to a question from Representative Meier, Dr. Anderson said approximately 90 percent of students enrolled in the Mayville State University teacher preparation program complete the program within four years.

In response to a question from Senator Anderson, Dr. Anderson said Mayville State University has an open enrollment policy. She said this results in more teacher preparation students needing remedial education, as compared to students in a teacher preparation program at a research institution.

At the request of Chairman Flakoll, Dr. Gary Thompson, Dean, School of Education and Graduate Studies, Valley City State University, presented information ([Appendix D](#)) regarding the Valley City State University teacher preparation program. Dr. Thompson said the institution works to improve teacher preparation through the recruitment of quality candidates, improved preparation of candidates, and support of graduates entering the teaching field.

Dr. Alan Olson, Associate Professor, School of Education and Graduate Studies, Valley City State University, said the institution is working with elementary and secondary schools to improve teacher preparation program coursework. He said the institution has adjusted program requirements in response to employer feedback. He said the institution recently increased grade point average requirements for teacher candidates, increased the length of the student teaching experience, and revised an assessment course.

In response to a question from Representative Nathe, Dr. Olson said prepared teachers help reduce student remediation rates.

In response to a question from Representative Rohr, Dr. Olson said the hours of field experience for teacher candidates vary with the subject. He said additional field experience may be needed for specific endorsements or certifications.

In response to a question from Representative Hatlestad, Dr. Olson said instructors receive field experience through the supervision of student teachers.

In response to a question from Representative Hunsdor, Dr. Olson said students in the teacher preparation program at Valley City State University generally have higher remediation rates than students enrolled in similar programs at research institutions.

Dr. Jacqueline Owen, Instructor, and Dr. Sheri Okland, Assistant Professor, Valley City State University, said the institution is integrating Common Core Standards into teacher preparation coursework. They provided examples of course requirements that are related to the Common Core Standards.

At the request of Chairman Flakoll, Dr. Stacy Duffield, Associate Professor, School of Education, North Dakota State University, Fargo, presented information ([Appendix E](#)) regarding teacher preparation. She said North Dakota State University (NDSU) ensures quality teacher preparation by requiring certain program entry and exit qualifications, monitoring program graduate success, collaborating with other entities, and adjusting courses for changing classroom demographics. She said students who enter the teacher preparation program generally have strong academic backgrounds.

In response to a question from Chairman Flakoll, Dr. Duffield said students in the NDSU teacher preparation program have an opportunity to obtain experiential classroom learning through a partnership with the West Fargo School District.

In response to a question from Representative Rohr, Dr. Duffield said students are required to teach for one semester.

At the request of Chairman Flakoll, Dr. Robert Hill, Dean, College of Education and Human Development, University of North Dakota, Grand Forks, presented information ([Appendix F](#)) regarding the institution's teacher preparation program. He said 357 students are enrolled in 20 teacher preparation programs at the institution. He said, during the 2012-13 academic year, 113 students graduated from teacher preparation programs at the institution.

Ms. Ashley Privratsky and Ms. Kristen Ford, graduate education students, University of North Dakota, Grand Forks, provided comments regarding the institution's resident teacher preparation program. Ms. Privratsky said the resident teacher preparation program allows students to earn a master's degree in education while teaching at a local elementary school. Ms. Ford said the program is offered at two elementary schools in Grand Forks, and students in the program have full responsibility of a classroom at the school.

In response to a question from Representative Rohr, Ms. Privratsky said the resident teacher preparation program allows students to learn teaching methods and incorporate the methods in the classroom. She said having a master's degree in education provides an advantage when applying for a job, and most students have a job opportunity available after completing the program.

In response to a question from Chairman Flakoll, Ms. Privratsky said students in the resident teacher preparation program generally receive a tuition waiver and a stipend to offset education costs.

In response to a question from Representative Rohr, Ms. Ford said the most important part of the teacher preparation program is the field experience. She said the field experience allows students to better understand classroom management and the student learning experience.

ADMINISTRATOR PREPARATION

At the request of Chairman Flakoll, Dr. Copas presented information ([Appendix G](#)) regarding required and suggested preparation for school administrators. Dr. Copas said most states require a minimum of a master's degree in educational leadership to become a certified principal or superintendent. She said, in North Dakota, a principal is required to have a teaching license, three years of teaching experience, and a certain amount of graduate education based on the level of certification. She said a superintendent needs a teaching license, three years of teaching experience, two years of administrative experience as a principal, and eight additional credit-hours in specific coursework beyond a master's degree.

In response to a question from Representative Rohr, Dr. Copas said there may need to be a mentorship program for new administrators. She said many administrators also maintain a classroom presence to remain current on teaching issues.

Chairman Flakoll suggested that Dr. Copas encourage school districts to provide feedback to higher education institutions regarding their satisfaction with teacher preparation program graduates.

At the request of Chairman Flakoll, Dr. Ann Clapper, Assistant Professor, School of Education, North Dakota State University, Fargo, presented information ([Appendix H](#)) regarding school administrator preparation programs. Dr. Clapper reviewed educational leadership program options at NDSU and their compliance with North Dakota certification requirements for education administrators.

At the request of Chairman Flakoll, Mr. Matthew Strinden, Director of Teacher and School Effectiveness, Department of Public Instruction, presented information ([Appendix I](#)) regarding dual-credit and advanced placement courses. Mr. Strinden said a dual-credit course is a college course taken by a high school student, for which both college and high school credit is awarded. He said an advanced placement course has college-level content, and a student may receive college credit for successfully passing an advanced placement examination. He said 106 high schools offer dual-credit courses, and 36 high schools offer advanced placement courses.

In response to a question from Representative Beadle, Mr. Strinden said the Superintendent of Public Instruction receives reports regarding student success rates on advanced placement examinations.

In response to a question from Representative Rohr, Mr. Strinden said advanced placement courses are generally offered in larger high schools.

OTHER BUSINESS

Chairman Flakoll and Chairman Sanford thanked the presenters for the information provided to the committee.

No further business appearing, Chairman Flakoll adjourned the meeting at 12:05 p.m.

L. Anita Thomas
Counsel

Brady A. Larson
Assistant Legislative Budget Analyst and Auditor

ATTACH:9